Holy Trinity CofE Primary School

Accessibility Plan

2026 - 2029

Reviewed: Sept 2026

By: Sally Roberts, Tracey James & Tahirah Wynter

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Statement of intent

This plan should be read in conjunction with the **School Improvement Plan** and outlines the proposals of the governing board of Holy Trinity CofE Primary School to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010.

A person is regarded as having a disability under the Act where the person has a physical or mental impairment that has a substantial and long term adverse effect on their ability to carry out normal day-to-day activities.

This plan aims to:

- Increase the extent to which pupils with disabilities can participate in the school curriculum.
- Improve the environment of the school to increase the extent to which pupils with disabilities can take advantage of education, benefits, facilities and associated services provided.
- Improve the availability of accessible information, which is readily available to other pupils, to pupils with disabilities.

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account the pupil's disabilities and the views of the parents/carers and pupil. In the preparation of an accessibility strategy, the LA must have regard to the need to allocate adequate resources in the implementation of the strategy.

The governing board also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that persons with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised regularly in consultation with:

- The parents/carers of pupils
- The headteacher and other relevant members of staff
- Governors
- External partners

This plan is reviewed annually to take into account the changing needs of the schools and its pupils, and where the school has undergone a refurbishment.

Signed by:

_____ Headteacher Date: _____

_____ Chair of governors Date: _____

Next review date: _____

Planning duty 1: Curriculum

Governing boards should undertake an audit of the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers. Short, medium and long term action should then be identified to address specific gaps and improve access. All procedures will be carried out in a reasonable time, and after taking into account pupils' disabilities and the preferences of the pupils themselves or their parents/carers.

	Issue	What	Who	When	Outcome criteria	Review
Short term	Not all staff members have the skills to support pupils with complex communication needs.	Subject Leaders – Whole School SEND subject specific toolkit guidance Training for teachers on adapting the curriculum	Curriculum Lead, SENCo, Subject Leaders	Spring 27	All staff members have the skills to support pupils with complex communication needs.	Summer 27
Medium term	Some pupils are not able to fully access the foundation curriculum	Development of Core Curriculum in foundation subjects focusing on building skills for life.	Curriculum Lead, SENCo, Subject Leaders	Summer 2027	Pupils with SEND have access to a robust and progressive curriculum across a breadth of subjects.	Autumn 27
	Some pupils are overly reliant on staff and spend too much time outside the classroom.	Staff are skilled at consistently adapting the curriculum and scaffolding pupils with SEND to ensure they develop independence in learning.	SENCo / Academic staff	Summer 2027	Pupils with SEND will be in the classroom accessing quality first teaching with the teacher.	Autumn 2027

Long term						

Planning duty 2: Physical environment

Governing boards should undertake an audit of the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers. Short, medium and long term action should then be identified to address specific gaps and improve access. All procedures will be carried out in a reasonable time, and after taking into account pupils' disabilities and the preferences of the pupils themselves or their parents/carers.

	Issue	What	Who	When	Outcome	Review
Short term	Some staff have repetitive strain due to positioning of desk top computer screens / varifocal glasses.	Assessments to be carried out for staff regularly using desk top computers to ensure comfort of use.	School business manager	Summer 2027	Staffs' chair height, display screen height etc will be optimum to ensure comfort whilst working.	Autumn 2027
	Key areas of school are not accessible to pupils or visitors with visual impairment	Visual / tactile signage required indicating key areas such as reception and toilets.	School business manager / Site Manager SENCo	Summer 2027	Environment is accessible to pupils and visitors with visual impairments	Autumn 2027
Medium term						

Long term	Parents with pushchairs or wheelchairs are not clear of the best access routes around school.	Clear signage of accessible routes to each building and field from both entrance gates.	School business manager / Site Manager	Autumn 2028	People will be able to enter school through either gate and see clearly which way they can go to easily access all areas of school.	Summer 2029

Planning duty 3: Information

Governing boards should undertake an audit of the extent to which pupils with disabilities can access information on an equal basis with their peers. Short, medium and long term action should then be identified to address specific gaps and improve access. All procedures will be carried out in a reasonable time, and after taking into account pupils' disabilities and the preferences of themselves or their parents/carers.

	Issue	What	Who	When	Outcome criteria	Review
Short term	Management /staff have not analysed which parents are unable to access school information	Audit of information delivery procedures. Check which parents have not read texts sent or emails. Speak to parents to find out why they are not able to access. Consider alternative methods of information sharing for those with a language barrier or who find reading challenging.	Family Support Worker Business Manager	Autumn 2026	School is aware of accessibility gaps to its information delivery procedures. Alternative arrangements are in place for those that need it.	Spring 2027
Medium term	Written information is not accessible to pupils with visual impairments	Provide written information in alternative formats Review environment checklist to include – seating places, brightness of smartboards, lighting	Site Manager, Business Manager, Class Teachers	Spring 2027	Written information is fully accessible to children with visual impairments	Summer 2027
Long term	Signage around school is not available in different formats.	Research formats such as languages, symbols, braille, BSL, large print, colour etc) and plan to replace signage.	Business manager / site manager	Summer 2027	All visitors and pupils will be able to access information when they visit the site.	Autumn 2028